

Organisation name	Kings London, Beckenham
Inspection date	6–8 March 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kings London in March 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and academic English for adults (16+) and under 18s, for closed groups of adults (16+) and under 18s, and vacation courses for adults (16+) and under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, care of students, leisure opportunities, and safeguarding under 18s.

The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Kings London is part of the Kings Education group which runs schools in the United Kingdom and the United States. The Kings Education group in the UK consists of four schools in Bournemouth, Brighton, London and Oxford. The Brighton school was opened in September 2017.

Kings London in Beckenham was opened in 1966 and operated as an English language school for international students coming on short term visits. In 2008 Kings London was purchased by Prime Education. From 2009 Prime Education began a process of restructuring the school to cater both for English language programmes and for a range of academic programmes, including A levels, GCSE and Foundation Year courses. In 2012, the school was registered as an independent school and in 2015 received approval to accept boarding pupils.

Since the last full inspection there have been some significant staff changes. The current principal was appointed in September 2017 and leads the academic, English language and administration teams. The directors of studies (DoSs) who lead the academic and English programmes were both appointed internally in January 2017. In both instances they were previously the assistant director of studies (ADoS) of their respective departments.

The students, who are mostly recruited through agents, stay for a minimum of two weeks in EFL and up to two years in the academic department.

The inspection took place over three full days. Meetings were held with the principal, the academic DoS, the EFL DoS, the EFL senior teacher, the EFL co-ordinator, the academic administrator, the registrar, the HR manager, the bursar, the estates manager, the activities co-ordinator, the welfare officer, the marketing manager and the accommodation compliance officer. Focus groups were held with EFL and academic department teachers and students. All teachers timetabled during the inspection were observed and one inspector visited three homestays and a student house.

Address of main site/head office

25/27 Beckenham Road, Beckenham BR3 4PR

Description of sites visited

Kings London is based on two sites on a residential road close to the high street of Beckenham, south east London. The main building comprises two converted three-storey houses, 25 and 27 Beckenham Road. These buildings have been joined together by the construction of a modern central area referred to as 'the link'. The reception area, the student cafeteria and the student hub are located in the link. The link also gives access to the outdoor space at the back of the school, where there are three additional classrooms and seating. In number 25 there are six classrooms, a computer learning centre and the staffroom. In number 27 there are a further six classrooms, a computer learning centre, the library, two science laboratories and a suite of art rooms. In both buildings there is office space for academic staff, including the DoS, administrative staff and the principal.

The second site is located a short walk away at 2 Beckenham Road and is known as the annexe. The EFL provision is largely delivered in this building, except in the summer months, when the main building is also used and additional classrooms are rented at a nearby adult education centre. The annexe has three floors, there is a reception area, eight classrooms, a computer learning centre, which can be used as a classroom, a staffroom and an office for the DoS. At the back of the building there is an outside area with tables and chairs.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

On the EFL programme, students aged 16 and 17 are enrolled on adult courses. The EFL programme offers general English and examination preparation classes. Special interest groups are run in art and design, business and finance, law, listening and speaking and IELTS. The art and design special interest group does not contain an English element. Vacation courses are offered in the summer for adults aged 16+, and for 14 to 17 year-olds. Closed group courses are run throughout the year and the minimum age is 14.

In the EAP programme, students aged 15 are accepted on GCSE courses, while on other courses the minimum age is 16. The academic department offers advanced level foundation, AS level, art foundation, international business foundation, extended foundation, extended A level and iGCSE. Students can join courses in January and September.

Accommodation profile

The school provides single, twin and executive homestay accommodation; three student houses (five students in each house) and residential accommodation. The residence contains 16 apartments, providing 38 beds in single or two bedroom flats. Some of the facilities in the residential flats are en suite.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Comprehensive documentation and procedures are in place to disseminate the school's goals and values. The management has clear objectives for the future of the school, and these are regularly reviewed as part of the quality control cycle. Communication within the school and across the wider organisation is good, human resources procedures are well managed and staff generally feel supported. Student administration is carried out effectively. Publicity generally provides a clear picture of the school. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. There is a wide range of learning resources available to benefit the students. Teachers and students receive good advice on how to make full use of the resources available to them. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile that meets the needs of the students. Teachers receive good support and guidance to ensure that they support the students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school offers a very safe and secure environment for both students and staff. Students' needs for pastoral care and information are extremely well met. Accommodation systems are generally efficient and the accommodation provided is of an appropriate standard. The provision of leisure opportunities for both adults and under 18s is very well managed and meets a wide range of student needs. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is comprehensive and clear, and staff and homestay hosts are very well informed and trained. All rules of safer recruitment are strictly followed. Procedures are in place at all times to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time. Accommodation is provided to a very high standard. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Report expires 31 March 2023

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There is comprehensive documentation made available to staff at induction. The values and ethos handbook includes the company strategic development plan, which informs the school and departmental development plans. Simplified versions of Kings' values and the school's mission statement are displayed in all classrooms and are reflected in the staff code of conduct. The annual self-evaluation is circulated to all staff for comment and suggestions.

M3 Clear organograms are in place. Staff photographs are displayed in both buildings and are available on the school online portal, *ClassMate*. The structure is clarified as relevant to students at induction. Continuity is assured at all times and cover roles are clear to staff.

M4 There is a broad range of regular and minuted meetings at company, school and departmental levels. Meetings take place either termly, monthly or weekly and schedules are clear and documented. Homestay hosts attend events, training workshops and update meetings at the school with attendance forming part of the homestay agreement. Students are kept informed by *ClassMate*, which is also accessible to agents, parents and guardians.

M5 Feedback is gathered in a variety of ways. In the EFL department students complete a first-week survey and an end-of-course questionnaire. There are also end-of-term questionnaires for longer-stay students. In the academic department, students complete questionnaires at the end of their induction week and at the end of each term. The results are analysed, viewed by all managers and discussed at senior management meetings. All students are able to make suggestions via a link on *ClassMate* and there are regular meetings of the student council. Action taken is recorded.

M6 Teachers are able to provide feedback at weekly teacher meetings, appraisals and exit interviews. An open-door policy is operated by the DoSs.

M7 There is a comprehensive and regular quality review cycle which incorporates cross-company meetings and audits, and staff and student feedback. Progress on achieving targets set in the school and departmental development plans is reviewed at regular meetings and is clearly documented.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 The staff handbook gives comprehensive information on the terms and conditions of employment. The staff feel valued and the teachers in the EFL department spoke highly of the family-friendly management approach.

M10 Recruitment procedures are exceptionally thorough, with detailed documentation and clear guidelines on the

procedures to be followed in the form of a flow chart. All staff involved have received training in safer recruitment. M11 The HR manager and the relevant line manager provide all staff with a thorough induction, which is paid. There are induction checklists to ensure that all areas are covered. New teachers are able to observe lessons and administrative staff shadow colleagues.

M12 Appraisal procedures are robust and include recognising achievements, setting targets and identifying areas for improvement. Staff commented positively on the process. There are clear policies for handling unsatisfactory performance with an emphasis on support. Teaching staff confirmed that this is the approach if a student makes a complaint.

M13 The school has a strong policy of continuing professional development (CPD) which includes financial support for upgrading qualifications and for attending external events. Administrative staff receive relevant training, including shadowing their colleagues and support on the use of the school's databases. For teachers in the EFL department there is a wide range of opportunities which are linked to observations and appraisals. There is an appropriate CPD programme for the teachers in the academic department.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Customer service is supported by the school's two comprehensive databases. Staff have received good training and are able to retrieve information on individual students easily. Students commented very favourably on the helpfulness of staff.

M15 Pre-arrival information on courses is provided by agents supported by regional managers. It is also available on the website. During their stay students can talk to the DoSs and other academic staff in both departments. There are regular tutorials, academic students are allocated an individual counsellor and the examinations co-ordinator in the EFL department is available to advise students on courses.

M16 Enrolments, cancellations and refunds are dealt with by the central admissions teams located in Brighton (academic) and Bournemouth (EFL). There is L1 assistance in a wide range of languages. Students' well-being and satisfaction are checked at an early stage in their course through questionnaires and tutorials.

M19 There are very robust systems in place in both departments for monitoring and recording student attendance. Students are made aware of these at induction and in the student handbook. Students are expected to attend at least 90 per cent of all classes in order to receive a Kings certificate of attendance and a progress report. Detailed records of follow-up action for poor attendance were seen. The punctuality policy is also very clear and if a student is more than five minutes late, they must wait until the next lesson to enter the class.

M20 Clear information is included in the staff and student handbooks. At induction students are made aware of the school rules, the student code of conduct and the ladder of sanctions that apply. These are displayed in all classrooms.

M21 The complaints policy is available on the website. The five-step procedure is outlined in more accessible language on *ClassMate*, which students have access to on enrolment. There are comprehensive records of all complaints, however small, and the follow-up action taken.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The principle means of publicity is the website, which contains information about all Kings schools around the world, and London-specific pages. There are printed brochures on English language provision in the UK and overseas Kings schools, and on university preparation courses in the UK, which are distributed to agents. Publicity also includes social media.

M22 The publicity generally gives rise to realistic expectations. Photographs are captioned and the monthly leisure programme is on the website. The use of the word 'campus' could be misleading. On the London page of the website there is a map showing the location of the Beckenham school premises which is labelled London South Bank.

M24. The information required is provided in a very clear way, bullet points are used to list what is included and there are useful summaries of course content. The reference to 'maximum class range' instead of 'maximum class size' could be misleading. On the London page the class size for preparation classes for external English language examinations and beginners courses does not match that given on the general Teaching and Learning page.

M25 On the website the information provided is clear and easy to find. Although it is stated that the cost of examination fees is not included, estimates are not provided for all the examinations prepared for at the school.

M26 The website gives clear and comprehensive information on all aspects of pastoral care provided to students under 18.

M28 On the website there is a claim that the 'majority of our teachers hold a diploma qualification or a Masters degree'. Although this was true for nine out of nineteen teachers at the time of the inspection, this did not constitute a majority. The wording was changed before the end of the inspection to 'many of our teachers hold a diploma qualification or a relevant Masters degree', and this is no longer a point to be addressed.

M29 Both on the website and in the brochures, the Accreditation Scheme marque does not carry the wording 'in the UK'. This was added on the London page of the website before the end of the inspection, but not on the page referring to 'your quality guarantee' on the main website.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises are very well maintained. The main school building consists of two Victorian houses that have been thoughtfully linked by an attractive, modern glass structure, known as the link. Classrooms are brightly decorated and there is provision for students and staff with mobility issues.

P2 Classrooms are of an appropriate size for the maximum number of students. Where rooms are smaller this is taken into consideration when timetabling. The classrooms have good natural light and are furnished with tables and chairs, which allow for flexibility of layout.

P3 In the main building there is a pleasant cafeteria, where students can also relax. Facilities include a wall-mounted television screen and computers. Free Wi-Fi is available. In the annexe building, landings have been attractively furnished to provide space for students to eat and relax. Both buildings have well-maintained outside areas.

P4 Free drinking water is available on both sites. The cafeteria provides good quality food at reasonable prices with

a choice of four hot meals on the menu each day. In response to student feedback an area has been set aside to allow students to eat their own food.

P5 Signage in both buildings is very clear and consistent. There are excellent facilities for the display of useful information, and these are very well presented.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 EFL students are not given or sold coursebooks, but class sets are available and students are encouraged to take their books home. In both departments teachers use a range of published materials, printed and digital, together with in-house materials. In the academic focus group, teachers commented that there was a need for more IELTS material. Material had been purchased and received just before the inspection, but still had to be made available to the teachers.

P8 There is a good stock of published materials for both departments, including photocopiable resources, skills and methodology books. Digital coursebook material is available. The school pays for subscriptions to a range of professional journals and online resources.

P9 All the classrooms have interactive whiteboards (IWBs). There are three computer learning centres (CLCs) with a range of appropriate learning materials, two in the main building and one in the annexe. Laptops have been issued to all academic teachers, and have been purchased for EFL teachers. There are also computers available in both staffrooms.

P10 The school's virtual learning environment, *ClassMate*, is available to all students on their own devices, and is an integral part of their courses. There is a library in the main building with graded readers, examination practice books, academic skills books, some grammar and language skills books, and a stock of subject specific books for students on academic courses.

P11 A trained member of staff is based in the library and available to provide learning support. EFL students are offered two guided self-study sessions a week in the CLC. Students are also encouraged to make use of the local library situated near the school.

P12 Reviews take place on an ongoing basis and at the end of each term. EFL teachers annotate the termly schemes of work with comments on which resources are effective, and these are regularly reviewed by the DoS and senior teacher. Teachers are encouraged to let their managers know of any new materials they think would benefit the students. Evidence was seen of prompt management response to these requests.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 Two EFL teachers do not hold a Level 6 qualification. One teacher worked for many years in the travel industry running his own company and helping other businesses expand. The second teacher worked for an international

investment company and set up an online investment site. He has also been involved in the delivery of related training programmes. Both these teachers have experience that is of value to students studying in the business and finance special interest group. The rationales were accepted within the context of this inspection.

T4 Both academic managers are TEFLQ, have over five years' full-time relevant teaching experience and more than three years' experience in academic management.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 In EFL unplanned cover is provided by the DoS, the senior teacher or a stand-by teacher. In the academic department the academic administrator takes students to the library and sets cover work provided by the absent teacher. This is supervised by the librarian for students under 16.

T8 New EFL students enrol every Monday and begin classes on Tuesday. In existing classes progress tests and revision tasks are set every Monday and the week begins on Tuesday. Teachers are provided with guidance and advice at induction and in CPD workshops. Tutorials and the twice-weekly guided self-study sessions provide support for new students and opportunities to catch up. There is no continuous enrolment on academic courses.

T9 Both DoSs operate an open-door policy and senior teachers are also available. In the EFL department regular peer observations are organised and these were commented on very favourably by the EFL teachers, as was the day-to-day support available.

T10 New teachers are observed during their probationary period. Formal observations are organised annually, and oral and written feedback is given and used to inform appraisals. Teachers stated that observation feedback was constructive and useful. In addition, there are regular drop-in observations in the EFL department and learner walks in the academic department. Some inter-departmental observations have been organised.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 The EFL course structure is described in the termly schemes of work. They reference the main language and skills areas to be covered linked to the levels of the common European framework reference (CEFR). Themes and topics are derived from the core coursebook, and suggestions are included for supplementary materials, study skills elements and educational visits. Academic courses are also based on schemes of work and detailed course handbooks.

T12 EFL schemes of work are regularly reviewed by the DoS and senior teacher in relation to annotated comments from class teachers, formal and informal feedback from students and benchmarking examination results. Evidence was seen of changes in response to student feedback and examination results. In the academic department the schemes of work are reviewed centrally every summer. The communication and study skills course co-ordinator

based in head office collects feedback from teachers.

T15 Study and learning strategies are embedded in the academic courses as they are central to the students' future university studies. Students on all courses have tutorials and the use of *ClassMate*. The EFL schemes of work include study skills and EFL students have two guided self-study sessions a week, which provide opportunities for independent learning.

T16 There are scheduled educational visits on most courses, and research-based homework and project work that make full use of the local environment. The student handbook also contains useful suggestions.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Effective procedures are in place. Students are tested on arrival in both departments with the assessment covering all relevant areas. Academic students are required to obtain a stated IELTS score before enrolment. Levels in EFL are linked to CEFR levels, and suitability tests are in place for students wishing to take examination courses. Teachers involved in placement receive clear guidance.

T18 There is a very comprehensive system in both departments for evaluating, monitoring and recording student progress, which includes regular tests and tutorials where learning targets are reviewed. Academic students receive two progress reports every term. All students are able to track their progress on *ClassMate*.

T19 EFL students are offered two guided self-study sessions a week where learning support is available. The examination co-ordinator assists students who join after the start of an examination course. All students have tutorials where learning targets are discussed and monitored. Academic students are allocated an individual counsellor to prepare them for writing personal statements for their university application. Clear systems are in place for EFL students to change classes and courses, and these are covered at induction. Academic students do not change classes or courses.

T20 For EFL students examination registration workshops are run every week by the examination co-ordinator, who provides detailed information and advice. Examination information is also available on *ClassMate*. Students who wish to join an examination course take a suitability test either pre-arrival or once at the school. Teachers receive training in the use of assessment criteria. Academic students are all required to take IELTS and part of the English course involves IELTS preparation.

T21 EFL students receive an end-of-course report and progress reports are available on request. Academic students receive progress reports mid-term and at the end of terms one and two. At the end of term three there is an end-of-course report.

T22 Students benefit from excellent guidance with regard to entering mainstream UK education. They are allocated an individual counsellor and have one-to-one meetings each week until their university application is submitted.

They are then supported by a UCAS co-ordinator. A university fair is held twice a year and students have opportunities to visit universities. EFL students also benefit from this support.

Classroom observation record

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	General English, examination preparation, special interest groups in law, business and finance, listening and speaking and IELTS. Academic English classes for GCSE, A level and art foundation, extended foundation, advanced foundation and international business foundation.

Comments

None.

Teaching: classroom observation	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers generally provided accurate models of spoken and written English, and clear explanations of lexis. In the better segments models of pronunciation included words in connected speech, and teachers demonstrated an awareness of register. Teachers could provide more linguistic information to assist student learning.

T24 All lesson plans included individual student profiles showing an awareness of individual needs. In better segments, activities allowed for different paces of learning. There was little evidence in some lessons of differentiation. Material chosen was appropriate.

T25 Aims were generally made known to students but these were not always expressed as learning outcomes. There was a clear link between activities and aims, and lessons identified potential difficulties and how to address them. In better segments teachers referred to the learning outcomes at different stages of the lesson. There was often good signposting when moving from one activity to another.

T26 Teachers were generally confident in the use of a range of techniques. These included effective elicitation, purposeful monitoring, well-handled pronunciation practice and checking understanding through concept checking. However, teachers sometimes checked understanding of lexis by asking for definitions, as opposed to contextualising new words; with advanced students there was an over-emphasis on individual lexical items rather than functional language.

T27 Teacher management of the classroom layout was effective. There was confident use of IWBs. Other resources included photocopies, cards, words put around the classroom, small whiteboards and audio materials. Coursebook material was generally used imaginatively.

T28 Students received feedback individually during pair and group work. In some lessons segments, teachers encouraged self-correction and peer-correction. In better segments, teachers noted down errors during activities and subsequently put these on the board for students to correct. Occasionally teachers missed opportunities to correct pronunciation and linguistic errors.

T29 In some classes short activities reviewed language seen earlier in the lesson or in previous lessons. Most classes had practice activities relevant to the focus of the lessons. In some segments teachers were seen checking whether students could use new language in additional contexts to those seen in the class.

T30 The learning atmosphere in all classes was very positive and students were fully engaged. Teachers provided clear instructions which were often checked. Changes in interaction patterns were efficiently managed. There was nomination in all lessons, and the teachers demonstrated a knowledge of their students' lives. Lessons were well paced and there was a good variety of activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, the majority were very satisfactory. Teachers showed appropriate awareness of the linguistic systems. Lesson plans were thorough, clearly staged, and included useful student profiles. However, there was little evidence in some lessons of differentiation. Teachers generally used a range of techniques with confidence and resources were used to good effect. Students received appropriate feedback and activities were included to check that learning was taking place. Classroom management was dealt with effectively and there was a very positive atmosphere in all classes.

Welfare and student services

Care of students

Area of strength

W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 All aspects of the safety and security of students have been comprehensively and effectively addressed. The full-time estates manager works with the bursar to guarantee the security of students at all times.

W2 The critical incidents committee sits every month to review and develop all areas of response to potential dangers and threats. This includes the monitoring of procedures for handling an emergency on the premises or in those areas where staff and students may be present. As well as procedures for verifying the location and safety of students, group leaders and staff, there are clear guidelines on recommended modes of communicating with all involved parties, including the media. Emergency planning is communicated to staff, leaders and students at induction, through briefings and handbooks. All planning is thoroughly documented.

W3 The school is committed to a high standard of pastoral care for all students. The presence of a full-time welfare officer means that specialist supervision is always present and problems are dealt with quickly and effectively. The welfare officer also provides a wide range of support in related matters, such as personal security and health. In addition, students receive assistance if they wish to speak to a named counsellor, who is independent of the school's staff.

W4 There is a comprehensive policy for dealing with abusive behaviour, which is made available to both staff and students. Written policies are supported by poster displays, which communicate relevant information in an accessible way. A detailed Prevent policy is in place and all staff, including homestay hosts, receive relevant training. Respect for diversity, tolerance and the rule of law is promoted on noticeboards throughout the school.

W6 The school's website provides clear pre-departure information and guidelines on all aspects of travel between the point of entry to the UK and Beckenham. Individual transfers are well organised and students confirmed that the provision of emergency telephone numbers meant they could easily deal with any unforeseen circumstances.

W7 A detailed and well-designed pre-departure, online student handbook provides a great deal of useful information about living in the UK. This is supported by a welcome presentation during the students' induction, which uses a range of lively slides to highlight additional, relevant points. Students also receive supplementary guidelines on personal safety when being taken on an initial walking tour, and from presentations by community police officers.

W8 Students receive a range of detailed information about access to medical and dental services, including related costs. A local walk-in National Health Service centre is conveniently located close to the school. There is a high number of first aiders on both sites, who are clearly identified to both staff and students.

<i>Accommodation (W9–W22 as applicable)</i>	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W9 The three homestays visited provided appropriate facilities of a good or very good standard. All the hosts were welcoming, well-informed and showed interest in the foreign students they were hosting. The student house is modern, well equipped and of a satisfactory standard.	
W11 All accommodation is inspected for safety and security. Hosts are guided in completing a risk assessment of their property, which includes fire safety. Copies of all safety certificates and risk assessments are held at the school. Hosts accommodating under 18s are visited every year. Records of all visits are held on paper files and logged in the database.	
W12 Confirmation letters to students contain accurate and detailed information regarding all aspects of their stay, including the cost and time of journeys to school. The information provided is comprehensive and accessible.	
W13 Relevant staff are introduced to all new students during their induction and ask them to report any problems they may have with their accommodation. In addition, first-week questionnaires provide opportunities for student feedback. Students can raise accommodation issues with welfare, maintenance or office staff, and all problems are dealt with quickly and noted on the database, together with any action taken.	
W14 The homestay handbook is very clearly laid out and provides detailed and useful information. Hosts also sign a contract, which clearly states the requirements expected and provides information on booking and cancellation arrangements. Relevant information is reiterated in individual letters confirming bookings.	

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Not met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments	
W17 In one of the homestays visited there were two students aged under 18 with the same first language. However, there was no evidence that written consent by parents or guardians had been obtained.	

<i>Accommodation: other</i>	
W21 Students receive detailed information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments	
None.	

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments	
W23 Information about local activities and events is well displayed in the student common areas and on the video displays in both receptions. In addition, student services and activities staff help to book tickets and advise on travel and on local events, which make the students' stay in London more enjoyable. Students are also encouraged to share their experiences on the school's social media sites to provide more information for other students who might	

be interested.

W24 Every week there is a very wide range of clubs to meet the interests of all students. During the inspection fourteen different clubs were being organised at no additional cost. This programme is supplemented by additional weekly activities and visits off site. The student council is also asked for their views on the leisure programme being offered.

W25 The leisure programme is very well organised and resourced. In addition to the full-time activities manager, further staff are recruited to assist as appropriate, and some teachers are also involved in the organisation of the clubs. Activities are supported by useful and attractive information leaflets.

W26 Specific risk assessments are created for all activities and are reviewed as necessary. They are all signed and dated by the activities manager. Staff involved in running the activities are fully briefed and provide feedback as necessary. All documents contain emergency telephone numbers, relevant background medical information on the individual participants and clear information on how to respond to situations where a student may be at risk.

W27 The activities manager has a very appropriate professional background, which allows him to manage a variety of sporting and leisure activities. All off-site centres and staff are checked via risk assessments and any activity staff recruited directly by the school have a full day's induction, combined with additional, ongoing training.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

At the time of the inspection there were 209 students enrolled. Of these 40 (19 per cent) were under 18. In July about 260 students are enrolled with approximately 23 per cent (60) being under the age of 18. The majority of under 18s are either 16 or 17. Under 18s are only allowed to be accommodated in homestay. At the time of the inspection there were three 15 year-old students on the academic course.

S1 The policy is comprehensive, accessible and linked to all aspects of current legislation and the requirements of the Scheme. Its composition has been facilitated with expert inputs. The policy is reviewed annually by the policy co-ordinator and director of safeguarding and compliance, and this review is a formalised process, prompted by written guidelines and checklists. The policy is linked to other care policies, all of which are available on the school's website.

S2 The welfare officer, principal, directors of studies and accommodation manager have all received specialist safeguarding training. All staff complete basic training online and are required to provide certification of successful completion. Safeguarding awareness forms part of the induction of staff and remains a feature of ongoing CPD. Homestay hosts receive a copy of the safeguarding policy and further information is in the homestay handbook. In addition, homestay providers are required to attend face-to-face training at the school provided by the welfare officer if they wish to host under 18s.

S4 Safer recruitment procedures are described in the safeguarding policy and all required suitability checks are carried out. Homestay providers must provide two referees before recruitment, and staff ask for references when visiting hosts who have already been successfully working with the school. It is the policy of school not to allow adults without current DBS checks to have any regulated contact with under 18s and this includes frequent visitors to homestay accommodation, who must be named by homestay hosts. A detailed recruitment flow chart highlights all steps that must be taken to ensure that the safer recruitment policy is complied with.

S5 There is very good provision in place to ensure the safety and supervision of students in scheduled lessons and

activities. The age of under 18 year-olds is signalled to staff on registers, and absences are followed up immediately.

S6 Clear rules are in place for what students may do outside scheduled lessons and activities. There are different curfew times for under 18 year-olds, rules are clearly stated in the student handbook and covered at their induction. The homestay handbook contains relevant information and also gives guidelines on what to do if the curfew is broken. Hosts were aware of these rules and confirmed that the school checked students' compliance.

S7 Guidelines for homestay hosts are very strict about the accommodation of under 18s. All hosts must attend regular training and briefing sessions at the school, when there is a special focus on the needs of under 18s. It is the school's policy to visit all homestays accommodating under 18s once a year. This procedure was confirmed by the examination of database records and by the hosts in person.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

- Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
- On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
- Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
- Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
- Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1985
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Academic courses
Other related accredited schools/centres/affiliates	Kings Bournemouth, Kings Oxford, Kings Brighton, Kings Summer Camps
Other related non-accredited schools/centres/affiliates	Kings Colleges in the USA, in Los Angeles, New York City, New York State and Boston

Private sector

Date of foundation	1966
Ownership	United Language Schools Ltd
Other accreditation/inspection	OFSTED

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Kentwood Adult Education Centre, Kingsdale Road, London SE20 7PR Summer Vacation Programmes, July–August

8–10 rooms used depending on student numbers

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	169	196
Full-time ELT (15+ hours per week) aged 16–17 years	37	41
Full-time ELT (15+ hours per week) aged under 16	3	16
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	209	253
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	0	Italian, Spanish, French, German, Argentinean
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	21–23	18–23
Adult programmes: typical length of stay	20 weeks	6 weeks
Adult programmes: predominant nationalities	Korean and Turkish	Korean and Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	19	36
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	14	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	10	

Academic manager qualifications profile.

Profile at inspection	
	Number of academic managers
Professional qualifications	
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The academic managers were not teaching during the inspection week.	

Teacher qualifications profile

Profile in week of inspection	
	Number of teachers
Professional qualifications	
TEFLQ qualification	9
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	19
Comments	

Three teachers on the academic courses did not have a TEFLQ qualification. However they were only timetabled to teach IELTS preparation classes.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	69	34
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	39	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	6
Staying in privately rented rooms/flats	61	0
Overall totals adults/under 18s	169	40
Overall total adults + under 18s	209	